



## OKLAHOMA

The Afterschool Investments project is developing profiles for each state to provide a snapshot of the “state of afterschool,” as well as an opportunity to compare afterschool activities across the country. This profile provides key data and descriptions of the afterschool landscape, which includes a range of out-of-school time programming that can occur before and afterschool, on weekends, and during summer months. It is designed to serve as a resource for policymakers, administrators, and providers.

## Statewide Initiatives

- ▶ **Oklahoma Afterschool Network.** The Oklahoma Afterschool Network (OKAN) was created as a result of the urgent need to expand and sustain quality afterschool programs for children and youth across Oklahoma, as identified in the recommendations of a Legislative Task Force on Out-of-School Time and through the needs assessments of numerous education, health, and prevention initiatives at the local and state levels. Over 30 state agencies and organizations are participating in the OKAN collaboration. The mission of OKAN is to build strong public and private support for quality afterschool programs for children and youth in Oklahoma, with a special emphasis on reaching young people living in areas with the greatest needs and fewest resources.
- ▶ **Oklahoma Institute for Child Advocacy.** The Oklahoma Institute for Child Advocacy (OICA), a statewide non-profit child and youth advocacy organization, provides data, resource development ideas, and training on a range of issues related to the health and well-being of children and youth. OICA prepares the annual *Oklahoma Kids Count Databook* which presents state and county-by-county data on key indicators of child and adolescent health and well-being. In addition, they partner with the University of Oklahoma Health Sciences on the Youth Asset Survey (YAS), which explores the relationship between a core set of protective factors, or “youth assets,” and adolescent health risk reduction. OICA partnered with Search Institute to pilot their training, “More Than Just a Place to Go,” designed to help program providers incorporate the developmental asset approach into afterschool programs. For more information, see: <http://www.oica.org>.

## Quick Facts

## Demographics

Total population: .....3,450,654

Number of children  
ages 5-12: .....396,505

Percent of population: .....11%

Percent of students eligible  
for free and reduced-price  
lunch: .....48.7%

Percent of K-12 students in Title I  
“Schoolwide” schools: ....36.9%

For more demographic information,  
visit [http://nccic.org/statedata/  
statepro/oklahoma.html](http://nccic.org/statedata/statepro/oklahoma.html)

Child Care and  
Development Fund (CCDF)• CCDF Administrative  
Overview

Administering agency:  
Oklahoma Department of Human  
Services

Total estimated FFY03 federal and  
state CCDF funds: ..\$92,114,984

FFY03 total federal  
share: .....\$74,023,776

FFY03 state MOE plus  
match: .....\$18,091,208

School Age & Resource and  
Referral Earmark: .....\$271,258

FFY02 Total Quality  
Expenditures: .....\$8,564,932

Percent of children receiving  
CCDF subsidies who are  
ages 5-12: .....39.8%



U.S. Department of Health and Human Services  
Administration for Children and Families, Child Care Bureau



► **Oklahoma Parent Teacher Association (PTA).** The Oklahoma PTA aligns with the National PTA in its commitment to ensure that all children and youth have access to high-quality, safe, and enriching afterschool programs. The PTA has tools and planning guides available on their website for parents and community members who wish to create an afterschool program. The PTA firmly believes that parents should be involved at all stages of afterschool programs—planning, implementation, and evaluation—and that quality standards should be a part of the afterschool system. Many local PTA units sponsor and participate in afterschool programs in their communities. More information is available at <http://www.okpta.org/index.htm>.

► **Oklahoma State 4-H and Extension Service.** Oklahoma State 4-H is invested in quality afterschool programs and continued education for all afterschool staff and teachers. 4-H has included Afterschool Child Care/High Risk Behavior as an impact area for the FY06-09 Plan of Work for Oklahoma. Twenty-eight educators are involved on this impact team. A web-based training was held in January 2004 for 30 state afterschool staff and educators and all that attended were given a copy of "4-H Afterschool in a Box." In addition, several programs throughout Oklahoma (like the YMCA and Boys and Girls Club) use 4-H curricula such as the 4-H Food Science, Health Rocks, and Ag in the Classroom to enhance their afterschool projects and lessons. The Oklahoma State 4-H and Extension Service is working to expand and strengthen this role so more Oklahoma children will have experiential learning opportunities and sustainable programs. For more information, see: [www.clover.okstate.edu/fourth](http://www.clover.okstate.edu/fourth).

## Notable Local Initiatives

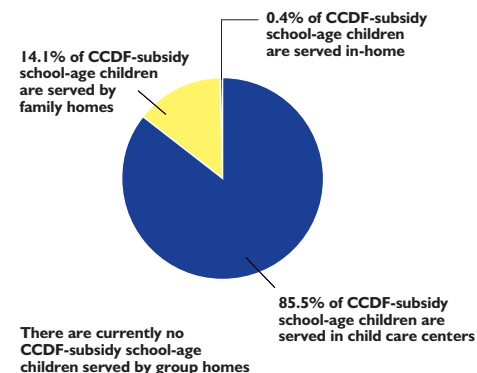
► **Community Afterschool Program, Norman, OK.** This citywide afterschool program began in 1974 and recently celebrated its 30th anniversary. Its mission is to provide quality before- and afterschool childcare to Norman's K-5 population. This organization has a program at every elementary school in Norman to facilitate access for parents and children. They are fee-based but offer scholarships and accept DHS and tribal subsidies for those who meet income and tribal requirements.

► **Green Country Camp Fire.** Camp Fire Boys and Girls in Tulsa provides afterschool, small group, volunteer-led clubs for boys and girls 3 years old through 12th grade. Children have fun while developing self-confidence, social and life skills, and self-esteem through ongoing contact with safe, caring adults and positive peers. As a partner in the Drug-Free Communities initiative launched by the East Tulsa Prevention Coalition, a Teens-In-Action chapter has been formed at East Central High School with 9th through 12th graders mentoring 4th & 5th grade students identified as at-risk for suspension by meeting afterschool every week. After a time of informal visiting and snacks, older youths lead personal safety and violence prevention programs such as "Second Step."

► **Tulsa Tutoring Program.** The City of Tulsa's Division of Workforce Development recruits teachers to provide afterschool tutoring services for area high school students. The students are low-income, at-risk youth who often come from single parent or other nontraditional families. Tutors are provided the students' pre-test reading and math scores at the onset of the school year to ensure that the tutoring curricula meet the individuals' needs. Children are assessed at the end of the school year to measure gains in reading and math skills. If the tutor feels the student needs additional help outside the classroom to address personal issues, a youth case manager from the city's Division

## Quick Facts (continued)

### • Settings



### • Uses of CCDF Earmarks and Quality Dollars for Afterschool

*"Resource and referral and school-age" earmark:*

The state may provide trained consultants through the Center for Early Childhood Professional Development (CECPD) at the University of Oklahoma to assess child care facilities serving school-age children using the School-Age Environmental Rating Scale. The state may also conduct outreach to school districts and localities addressing the need for and impact of school-age care, required resources, licensing law, and quality indicators.

*Other quality activities:*

Funds can also support CECPD's training and technical assistance activities to child care providers, including school-age care providers.

### • Provider Reimbursement Rates and Family Copayments

*Label assigned by state for school-age rate*

*category:* .....73 months to 13 years

*Maximum rate for center-based school-age category:* ....\$239/month

*Note:* Rates vary by geographic area. Five-day weekly rates paid on a monthly basis for one-star centers in the High Geographic Area (including Oklahoma County) given. Rates also vary by the age of the child.

*Standardized monthly center-based school-age rate* .....\$140

of Workforce Development is contacted. Participating youth may earn monetary incentives through attendance, good attitude, and quality use of time during tutoring.

- ▶ **Neighborhood Centers.** Neighborhood Centers of Norman provides a safe and supervised place for neighborhood residents of all ages to participate in activities, extended learning opportunities, and socialization. This program attempts to build up the number of developmental assets in Norman's youth through fun and exciting intergenerational activities.

## Statewide Organizations

### **National AfterSchool Association Affiliate:**

Oklahoma Coalition for School-Age Care  
Integrus Health, Fun & Fit  
5500 N. Independence  
Oklahoma City, OK 73112  
Phone: 405-949-6888

### **Statewide Child Care Resource & Referral Network:**

Oklahoma Child Care Resource and Referral Association  
5900 Mosteller Drive, Suite 1212A  
Oklahoma City, OK 73112  
Phone: 888-962-2772 or 405-843-5737  
Web: <http://www.oklahomachildcare.org/>

### **Oklahoma Institute for Child Advocacy:**

420 NW 13th St. #101  
Oklahoma City, OK 73103  
Phone: 405-236-5437

### **Oklahoma Parent Teacher Association:**

2801 N. Lincoln, Suite 214  
Oklahoma City, OK 73105  
Phone: 405-376-2231

## Additional Resources

### **State Child Care Administrators:**

<http://www.nccic.org/statedata/dirs/devfund.html>

### **State TANF Contacts:**

[http://www.acf.hhs.gov/programs/ofa/hs\\_dir2.htm](http://www.acf.hhs.gov/programs/ofa/hs_dir2.htm)

### **21st Century Community Learning Centers Contacts:**

<http://www.ed.gov/programs/21stcclc/contacts.html>

## Quick Facts (continued)

Is "time in care" a factor in determining family copayment for school-age care? .....No

### **Notable Features of Rate System:**

In accordance with the Reaching for the Stars program, there are higher payment rates for providers who meet specific criteria demonstrating high quality care.

### **Temporary Assistance for Needy Families (TANF) and Child Care**

FFY02 state TANF transfer to CCDF: .....\$29,518,846

FFY02 TANF direct spending on child care: .....\$15,581,721

### **Program Licensing and Accreditation Policies**

Are there separate school-age licensing standards? .....Yes

Are school-operated programs exempt from licensing standards? .....No

Ratio of children to adults in school-age centers: .....20:1

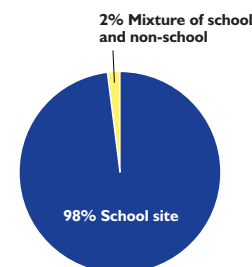
Number of National AfterSchool Association (NAA) accredited programs: .....6

### **21st Century Community Learning Centers (21st CCLC)**

FY02 state formula grant amount: .....\$3,519,158

Applications funded: .....51

Program locations:



Licensing required? .....No

## Notes and Sources

### Demographics

**Total population:** *Demographic Profiles: Census 2000*, U.S. Census Bureau, as cited in *State Child Care Profiles*, National Child Care Information Center, available at: <http://nccic.org/statedata/statepro/index.htm>.

**Number of children ages 5-12:** *Census 2000 Summary File (SF-3) Sample Data*, Table P8, Sex by Age (79), U.S. Census Bureau.

**Percent of students eligible for free and reduced-price lunch rate:** *Overview of Elementary and Secondary Schools and Districts: School Year 2001-02* (Table 10), National Center on Education Statistics, May 2003. Because data from School Year 2001-02 was unavailable for Wyoming, data from School Year 2000-01 was used. Data was unavailable for either school year for Arizona, Connecticut, and Tennessee.

**Percent of K-12 students in Title I "schoolwide" schools:** *Overview of Elementary and Secondary Schools and Districts: School Year 2001-02* (Table 9), National Center on Education Statistics, May 2003. The federal Title I program provides funding to local school districts and schools with high percentages of poor children to help ensure that all children meet challenging state academic content and student academic achievement standards. Schools enrolling at least 40 percent of students from poor families are eligible to use Title I funds for schoolwide programs that serve all children in the school.

### Child Care and Development Fund

The Child Care and Development Fund (CCDF) is the largest federal funding source for child care. States receive a funding allocation determined by formula and have broad flexibility to design programs that provide child care subsidies for low-income children under the age of 13 and to enhance the quality of child care for all children. Federal CCDF funding consists of mandatory, matching, and discretionary funds. Federal law requires that states spend at least 4 percent of their CCDF funds as well as additional earmarks on activities to improve the quality and availability of child care. CCDF administrative data in this and the following sections is from the U.S. Department of Health & Human Services, Administration for Children and Families, Child Care Bureau, as reported by States, unless otherwise noted.

**FFY03 state MOE plus match:** In order to receive Federal matching funds, a state must expend Maintenance of Effort funds. Note that this does not capture actual expenditures, only the minimum required to draw down all available federal funds.

**FFY02 total quality expenditures:** Many states spend more than the required minimum 4 percent on quality expansion activities. Note that this data includes FY02 funds expended for quality activities from each of the CCDF funding streams (mandatory, matching, and discretionary) and expenditures under earmarks for quality, infant and toddler, and school-age and resource and referral. This figure provides information obtained from state financial reports submitted for FY02. States continue to report on their expenditures of FY02 funds until expended; therefore, these numbers are subject to annual updates.

**Uses of CCDF Earmarks and Quality Dollars for Afterschool:** Portions of CCDF discretionary funds are earmarked specifically for resource and referral and school-age child care activities as well as for quality expansion. (These funds are in addition to the required 4 percent minimum quality expenditure.)

**Maximum rate for school-age category:** Rate listed applies to center-based care; where rates vary by region or county, the rate for the most populated urban area is given.

**Standardized monthly school-age rate:** Monthly rate for a child, age 8, in care after school during the school year at a center in the most costly district for four hours per day, 20 days per month. Calculated (in the lowest tier of a tiered system) using information from the FY2004-2005 State CCDF Plan, including rate structures, as submitted to the U.S. Department of Health & Human Services, Administration for Children and Families.

### Temporary Assistance for Needy Families (TANF) and Child Care

In addition to spending TANF funds directly on child care, a state may transfer up to 30 percent of its TANF grant to CCDF. Expenditures represent TANF funds spent in FY02 that were awarded in FY02 and prior years. Data from the U.S. Department of Health and Human Services, Administration for Children and Families.

### Program Licensing and Accreditation Policies

**Ratio of children to adults in school-age setting:** Data from National Resource Center for Health and Safety in Child Care, available at: <http://nrc.uchsc.edu>.

**Number of NAA-accredited programs:** Data from the National AfterSchool Association, April 2004, available at: <http://www.nsaca.org/accredited.htm>.

### 21st Century Community Learning Centers

The No Child Left Behind Act of 2001 converted the 21st Century Community Learning Centers' authority to a state formula grant. In past years, the U.S. Department of Education made competitive awards directly to school districts. Under the reauthorized law, funds will flow to states based on their share of Title I, Part A funds. States will use their allocations to make competitive awards to eligible entities. 1999, 2000, and 2001 grants will continue to be administered by and receive funding through the U.S. Department of Education.

**FFY02 formula grant amount:** Data from the U.S. Department of Education 21st Century Community Learning Centers Office. Available at: <http://www.ed.gov/about/overview/budget/statetables/04stbypr.xls>.

**Applications funded:** Data from *State Administration of the 21st Century Community Learning Centers Program*. Compiled by Learning Point Associates, September 8, 2003.

**In 2003, the Child Care Bureau awarded a three-year technical assistance contract to The Finance Project and their partner, the National Governors Association Center for Best Practices, for the Afterschool Investments project. The goals of the Afterschool Investments project include:**

- Identifying ways that states and communities are using Child Care and Development Fund (CCDF) subsidy and quality dollars to support out-of-school time programs, and sharing these practices and approaches with other states;
- Identifying administrative and implementation issues related to CCDF investments in out-of-school time programs, and providing information and context (about barriers, problems, opportunities) as well as practical tools that will help CCDF administrators make decisions; and
- Identifying other major programs and sectors that are potential partners for CCDF in supporting out-of-school time programs and providing models, strategies, and tools for coordination with other programs and sectors.

## Contact Us:

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Washington, DC 20001

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*The Afterschool Investments project's State Profiles are designed to provide a comprehensive overview of noteworthy State and local initiatives across the country. Inclusion of an initiative in the Profiles does not represent an endorsement of a particular policy or practice.*